




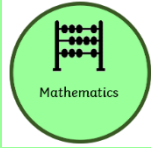




Nursery Long Term Plan 2023/24

 Allscott Meads	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p style="text-align: center;">From Little Seeds Grow Mighty Trees</p>	<p style="text-align: center;">Crackling, Crunching, Crinkling</p>	<p style="text-align: center;">Feeling Frosty</p>	<p style="text-align: center;">Spring Fever</p>	<p style="text-align: center;">Fresh as a Daisy</p>	<p style="text-align: center;">Rays of Sunshine</p>
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p style="text-align: center;">Speaking</p>  <p style="text-align: center;">Communication and Language</p>	<ul style="list-style-type: none"> - Make comments about their play which may lead to a conversation. - Know when they are being addressed directly and respond appropriately. - When prompted talk about experiences in the immediate past. - Consistently use short phrases when expressing their needs. 	<ul style="list-style-type: none"> - Engage in back-and-forth conversations with a peer or teacher. - Ask 'why' questions about the world around them. - Use a teacher's model when narrating their play. - Engage with and begin to perform teacher created stories. - Respond to questions posed by familiar adults around school. 	<ul style="list-style-type: none"> - Respond to their name being called. - Talk about previous experiences. - During teacher created stories join in with repeated refrains. 	<ul style="list-style-type: none"> - Know when they are being spoken to and react to this. - Ask 'why' questions about their play. - When questioned, recall the play they have engaged in. - Greet familiar adults in a friendly way. 	<ul style="list-style-type: none"> - Listen to questions that are asked of them and begin to form responses verbally. - Observe teacher created stories and imitate these through their play. 	<ul style="list-style-type: none"> - Respond to questions posed by peers and teachers, to demonstrate understanding. - Ask 'why' questions about the books which are read to them. - When questioned, talk to their teacher or peers about their play.
<p>Personal, Social and Emotional Development</p> <p style="text-align: center;">Self-Regulation</p> <p style="text-align: center;">Managing Self</p> <p style="text-align: center;">Building Relationships</p>  <p style="text-align: center;">Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> - Use the words 'sad', 'happy', 'scared' and 'excited' to describe how they are feeling. - Work towards a play-related goal which has been set by a teacher. - Listen to a single-step instruction and complete it with a teacher. - Begin to vary play choices across the environment. - Verbally inform teachers when they need the toilet. - Ask for food or drink when necessary. - Try a selection of fruit and vegetables. - Play alongside peers when Learning Through Play. 	<ul style="list-style-type: none"> - Comfort a peer who is feeling a negative emotion. - Observe models from teachers and peers as to how play and work can be revisited and improved. - Understand the results of good and poor choices. - Know when to wash hands throughout the school day. - Use clothing to adapt to weather. - Know the equipment needed to effectively brush their teeth. - Tell a peer when they have caused a negative emotion. - Talk confidently with trusted adults in school. 	<ul style="list-style-type: none"> - When being read to, identify simple emotions being felt by characters. - Play and decide when they have achieved what they wanted. - Observe teacher models of completing instructions. - Explore the environment and discover favoured play. - Make it known that they need the toilet. - Communicate their feelings of thirst and hunger. - Join in with Learning Through Play, at times alongside their peers. 	<ul style="list-style-type: none"> - Talk about what makes them happy in school and at home. - Know when they have made a good choice through verbal feedback. - Know we wash our hands after going to the toilet. - Talk about brushing their teeth at home. - Communicate with a teacher when a conflict takes place. - Use teaching staff as a source of comfort when needed. 	<ul style="list-style-type: none"> - Match feelings/emotions to facial expressions. - When playing, learn from their mistakes to make improvements. - Follow basic instructions involving movements around the classroom. - Play with different peers when following interests. - Independently attempt to use the toilet. - Understand how food and hunger and drink and thirst relate. - Talk about the food they eat at home. - Choose to join play already being completed by peers. 	<ul style="list-style-type: none"> - Take turns when talking with peers and teachers, listening when they are not talking. - Spontaneously ask 'why' questions about things that interest them. - Talk with others, during their play, about what they are doing whilst following a turn-taking style of conversation. - Use new and memorable vocabulary, acquired from a range of stories, when Learning Through Play. - Greet familiar adults around school and in the classroom and respond to questions which they ask in return.
<p>Physical Development</p> <p style="text-align: center;">Gross Motor Skills</p> <p style="text-align: center;">Fine Motor Skills</p>  <p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> - Sit on a scooter board and use feet to control movements. - When playing games, follow rules which are set by an adult. - Sit on an inflatable exercise ball, lifting one and two feet off the ground. - Mirror the turns of their teacher when dancing. - Hold a paintbrush using a fist grip technique. - Dry hands using a hand dryer and know when they are dry. - Do and undo Velcro on items including shoes and book bags. 	<ul style="list-style-type: none"> - Play indoor and outdoor games with an adult and begin to learn about rules. - Use two hands to catch a scarf which has been thrown into the air. - Enjoy joining in with songs, dances and ring games. - Work with an adult to use dual-control scissors when cutting. - With a jumper over their head, independently place arms through each sleeve. - Use a four-finger grip when using a pencil. - Use a spoon and fork to scoop food from a bowl or plate. 	<ul style="list-style-type: none"> - Push an object around the classroom and outdoor area with wheels, manipulating pace and direction. - Stop a rolling ball with both hands. - Jump, over a painted line, forward, backwards and side to side. - Use both hands to tear paper and other tearable materials. - Rinse hands where soap may have been applied for them. - Know when teeth should be brushed (point in the day). 	<ul style="list-style-type: none"> - Ride a tricycle, with pedals, and manipulate the handle to make changes in direction. - Follow direct instructions from an adult including 'freeze', 'jump', 'clap' and 'sit'. - Paint using hands and fingers. - Put arms into a coat which is being held by an adult. - Rehearse using the pincer grasp to move smaller objects. - Apply glue from a glue stick to a flat surface, experimenting with the pressure needed. 	<ul style="list-style-type: none"> - When sitting, catch a soft ball using hands and lap. - Walk between two lines, following a set path, where the width changes. - Experiment with different movements that are inspired by the movements of their teacher when dancing. - Use loop scissors to make cuts in paper and other materials. - Roll sleeves up before washing hands. - Know which hand is best used for writing. - Use a fork to pierce food from a plate and into mouth. - Know when and how often teeth should be brushed for. 	<ul style="list-style-type: none"> - Ride a pedal-less tricycle, using both feet for movement. - Jump, with both feet, over a low obstacle forward, backwards and side to side. - Experiment with different ways of moving, indoors and outdoors. - Apply soap, scrub hands and rinse independently. - Pull a jumper over their head, when putting it on or taking it off. - Hold a pencil using the fist grip technique. - Remove and return a glue stick lid.

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			<ul style="list-style-type: none"> - Turn the tap on independently when hand washing. - Place shoes on the floor in the correct position (right and left). - Open and close a selection of toothpaste containers. 	<ul style="list-style-type: none"> - Use a knife to cut soft food and a spoon to move food from one container to another. - Twist a glue stick to release more glue and to return the glue. 	<ul style="list-style-type: none"> - Follow rehearsed movements when dancing to known songs. - Spontaneously imitate the turns, arm and leg movements of their teacher when dancing. - Wash, with soap, and dry hands independently and know when to do this. - Hold a pencil using a static tripod grip. - Know how long teeth should be brushed for. 	<ul style="list-style-type: none"> - Balance to keep both feet on a line when following a painted path. - Use scissors to cut lines and shapes. - Put shoes on the right feet, arms in a coat and put on and take off a jumper and t-shirt. - Use and care for a glue stick independently.
Literacy Comprehension Word Reading Writing 	<ul style="list-style-type: none"> - Use peg dolls and assign roles to them from familiar stories. - Notice repeated words and refrains in shared stories. - Discuss their experiences in school with teachers. - Recognise the capital letter at the start of their name. - Fold page carefully when reading lift-the-flap books. - Use mark making alongside a teacher during play. 	<ul style="list-style-type: none"> - Join in with memorable and repeated vocabulary. - Spot repeating narratives in stories and rhymes. - Describe what they can see in illustrations. - Recall rhymes from revisited stories and nursery rhymes. - Join in with teachers when clapping syllables for words from the stories they read. - Create images for words which are read to them. - Turn pages by sliding an individual page. - Form their name's capital letter. 	<ul style="list-style-type: none"> - Explore props and costumes from familiar stories. - Repeat words, actions and sounds made by the teacher. - Listen to teacher models of narratives when talking about their play. - Introduce themselves by saying their own name. - Make marks using sand, water and mud. 	<ul style="list-style-type: none"> - Notice when words and refrains are repeated. - Study illustrations as a class and talk about them. - Listen to and join in with nursery rhymes. - Clap along to songs and nursery rhymes. - Recognise images of animals and everyday objects. - Flick through books, watching pages turn. - Make marks which they represent as their name. 	<ul style="list-style-type: none"> - Use dolls which directly represent characters from familiar stories. - Repeat words and refrains when prompted by a teacher. – Talk about their play, showing signs of narrative. - Say their name and the names of their friends. - Observe teachers reading a range of texts, including lift-the-flap books. - Observe teachers making marks during play and talking about these marks. 	<ul style="list-style-type: none"> - Listen to, and begin to join in with, repeated refrains. - Identify familiar characters and settings in illustrations. - Listen to a selection of rhyming stories. - Listen to and begin to join in with teachers modelling the clapping of syllables. - Assign words to images presented to them. - Turn pages, although more than one may be turned. - Practise name writing over a stencil.
Mathematics Number Numerical Patterns 	<ul style="list-style-type: none"> - Make vertical, horizontal and curved marks in preparation for digit writing. - Observe teachers modelling adding and taking away during play. - Mirror teacher models of 'touch counting' and any associated mnemonics. - Use shapes in their play and art. - Create repeating patterns with their teacher. - Observe teacher-modelled language relating to length, weight and capacity. 	<ul style="list-style-type: none"> - Use manipulatives to represent numbers to 5. - Use manipulatives to represent amounts to 5 during play. - Take away and add one from quantities during play. - Count objects up to 10 independently. - Count aloud when using counting in their play. - Follow a teacher's model for equal sharing. 	<ul style="list-style-type: none"> - Assign made marks to numbers from 0-10. - Explore quantities by adding to and taking away from them. - Join in with everyday counting as part of the classroom's routines. - Make patterns with resources, although these may not repeat. 	<ul style="list-style-type: none"> - Count physical objects around the classroom. - Observe teachers counting objects during play. - Complete one of different actions ("Do one jump.") - Observe teacher models of counting objects up to 10. - Listen to and take part in counting songs with actions and props. - Share resources whilst playing with peers and teachers. 	<ul style="list-style-type: none"> - Make numerical marks in a range of materials. - Recognise when amounts are getting greater or smaller. - Observe and join in with teacher models of 'touch counting' up to 10. - Listen to stories about shapes. - Talk about patterns they can see in the environment. 	<ul style="list-style-type: none"> - Match numbers to manipulatives. - When prompted by teacher, provide amounts of objects during play ("2 cakes.") - Follow instructions involving one ("Fetch me one apron.") - Count objects up to 10 alongside peers and teachers. - Count everyday objects around the classroom aloud. - Study equal sharing and begin to join in.
Understanding the World Past and Present People, Culture and Communities The Natural World 	<ul style="list-style-type: none"> - Knows the 5 days of our school week. - Identifies changes in humans over time using examples in their own lives. - Talk about special events, other than birthdays, they have attended or celebrated. 	<ul style="list-style-type: none"> - Talks to their teacher about events in the recent past. - Talks with a teacher about the changes they can see in themselves over time. - Talk about what play they want to complete next. 	<ul style="list-style-type: none"> - Retell familiar stories in their own words. - Join in with refrains when they are being read to. - Talk about their experiences out of school to their teacher. - Recognise their own name. - Identify words with matching initial sounds when they hear them. - Study teachers as they read and in what order they do so. - Make marks during different types of play and begin to talk about these marks. 	<ul style="list-style-type: none"> - Repeat memorable refrains during their play. - Talk, as a class, about what they think will happen next. - Talk about images, including the front cover. - Identifying the rhyming word from a selection. - Clap the syllables in their names and the names of their teachers. - Use images to create simple sentences verbally. - Turn pages using a pincer grip. - Write their name with most letters formed correctly. 	<ul style="list-style-type: none"> - Retell, and represent elements of, known stories. - Anticipate and join in with repeated words and refrains. - Tell stories based on own experiences to demonstrate an understanding of narrative. - Recognise their own name and its initial sound. - Group words with matching initial sounds. - Know that English print is read from left to right and top to bottom. - Make marks during play and assign meaning to these marks through talk. 	<ul style="list-style-type: none"> - Use manipulatives to identify number bonds for 1-5. - Match numerals to quantities for 1-10. - Use manipulatives to find 'one more' and 'one less' than numbers up to 10. - Use 1:1 correspondence to count objects up to, and including 10. - Know that the last number when counting tells them how many there are in a group. - Use long, heavy and full to describe lengths, weights and capacities. - Share groups of objects into 2 groups.
	<ul style="list-style-type: none"> - Explores home corners in their play and compares this with their own life. - Uses loose parts to create representations of maps. - Talks about the physical features of our school. 	<ul style="list-style-type: none"> - Meets members of our community who follow different religions. - Meets and talks with members of the school's Student Parliament. 	<ul style="list-style-type: none"> - Can name the 7 days of the week in order. - Uses examples in school to identify changes in plants and animals. - Can name religious festivals celebrated, over more than one religion. - Know the name of and recognise the school's Headteacher. 	<ul style="list-style-type: none"> - Talks about the play they have completed with their peers. - Studies pictures of themselves from the past. - Look at images of celebrations and begin to talk about these. 	<ul style="list-style-type: none"> - Knows what day it is. - Studies images of animals and plants over time and spots changes. - Knows that we celebrate birthdays and how we do this. 	<ul style="list-style-type: none"> - Talks about what they have done previously, knowing this has already happened. - Knows that they used to be a baby.
		<ul style="list-style-type: none"> - Familiarises themselves with the school environment. - Follows maps around the classroom to explore the environment. 	<ul style="list-style-type: none"> - Knows the difference between events which have, and which have yet occurred. - Spots changes in the natural world over time. - Talk about their play, attempting to use the past and future tense. 	<ul style="list-style-type: none"> - Knows the days of the week and which days make up the weekend. - Knows that plants and animals grow and change over time and can describe these changes. - Knows that special events are celebrated by different people. 	<ul style="list-style-type: none"> - Knows the days of the week and which days make up the weekend. - Knows that plants and animals grow and change over time and can describe these changes. - Knows that special events are celebrated by different people. 	<ul style="list-style-type: none"> - Consciously attempts to talk in the correct tense when speaking about events in their life. - Identifies the changes which have taken place since they were one. - Talk about what they have done, are doing and will do in the immediate past, present and future. - Identifies changes in themselves over short periods of time.
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			<ul style="list-style-type: none"> - Compares their life outside of school with their peers. - Creates maps of their classroom and other parts of the school which are significant to them. 	<ul style="list-style-type: none"> - Learn about religious celebrations from those who celebrate them. - Knows their place in relation to the whole-school community. 	<ul style="list-style-type: none"> - Shares their in-school and at-home experiences with others. - Verbally labels parts of maps which they have created. 	<ul style="list-style-type: none"> - Names and talks about religious and cultural celebrations. - Meets, talks and plays with children in Reception. - Talks about similarities and differences between their classroom and Reception's.
<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center;">Creating with Materials Being Imaginative and Expressive</p> 	<ul style="list-style-type: none"> - Groups animals in different ways (legs, size, shape etc.). - Knows how to use the school's recycling bins. - Knows what is meant by 'heated' and 'cooled' and how this can be done. 	<ul style="list-style-type: none"> - Talks about the key features of autumn (weather, what we can see etc.). - Know what plants need to grow. - Talks about what they can see in the school grounds. - Talks about the names for different materials with a teacher. 	<ul style="list-style-type: none"> - Names and talks about animals they have encountered in person. - Knows what to do with rubbish. - Experience and talk about hot and cold weather. 	<ul style="list-style-type: none"> - Notices changes in the weather. - Know whether something is a plant or an animal. - Talks about what they can see in their classroom. - Constructs when playing, including with loose parts. 	<ul style="list-style-type: none"> - Names animals around the world observed digitally and in books. - Tidies up after themselves. - Groups foods to know whether they should be eaten hot and cold. 	<ul style="list-style-type: none"> - Talks about the weather and how it affects them. - Observe plants in our school environment. - Talks about what they can see inside our school. - Knows that materials have differences.
			<ul style="list-style-type: none"> - Names features of different animals (diet, body parts etc.). - Identifies recyclable materials independently. - Suggests materials to heat and cool. 	<ul style="list-style-type: none"> - Talks about the key features of spring (weather, what we can see etc.). - Help plant and care for seeds until they grow. - Talks about what they can see as they explore our local area. - Identifies different types of materials. 	<ul style="list-style-type: none"> - Knows what a life cycle is and can describe a simple cycle. - Understands how to respect our outdoor areas. - Observes changes to materials when they are heated and cooled. 	<ul style="list-style-type: none"> - Talks about the key features of summer (weather, what we can see etc.). - Names the basic features of plants. - Describes our local environment using age-appropriate vocabulary (roads, houses, trees, grass etc.). - Plays and builds with a variety of materials.
<p style="text-align: center;">Contextual Experiences and Additional Opportunities</p>	<p style="text-align: center;">Diwali</p> <p style="text-align: center;">Halloween</p>	<p style="text-align: center;">Christmas Trip to Denso to visit Father Christmas and take part in Christmas crafts</p> <p style="text-align: center;">World Nursery Rhyme Week</p> <p style="text-align: center;">Bonfire Night</p>	<p style="text-align: center;">Chinese New Year</p>	<p style="text-align: center;">National Jump in Muddy Puddles Day.</p> <p style="text-align: center;">Visit from a farmer/visit the lambs in Reception</p> <p style="text-align: center;">Looking after frogspawn</p> <p style="text-align: center;">Pancake Day</p> <p style="text-align: center;">World Book Day</p> <p style="text-align: center;">Easter</p> <p style="text-align: center;">Mother's Day</p>	<p style="text-align: center;">Father's Day</p> <p style="text-align: center;">Eid</p>	<p style="text-align: center;">Sports Day</p>